National Congress Bulletin

MAY 1961 • PUBLISHED BY THE NATIONAL CONGRESS OF PARENTS AND TEACHERS • CHICAGO 11 • VOL. 28, NO. 9

Dear P.T.A. President:

THESE ARE crucial weeks in national legislation. I hope we can let our senators and representatives in Congress—yes, and the President of the United States—know that in this eighty-seventh session we think the time has come to pass a bill for federal assistance to the public schools of this country. I urge you to write either to your senators and representatives, sending a copy of the letter to President Kennedy; or to President Kennedy, sending copies to your elected members of Congress. For specific information about the two identical bills before Congress, be sure to read the column on page 2 written by our national Legislation chairman, Mrs. Fred L. Bull. I would reemphasize Mrs. Bull's statement that these bills meet policy requirements of the National Congress.

» Two experiences have touched my thinking deeply since I wrote you last. I hope I can convey my impressions to you without loss of their intensity and significance.

» The first of these experiences has been my service as chairman of a committee that acts in a consultative capacity to the Bureau of Labor Standards, a division of the United States Department of Labor. It is called the Advisory Committee on Young Workers. Here questions of protection, and also preparation, of young workers are discussed at length. Here we are brought face to face with the problems that confront our older boys and girls if they leave school without sufficient training for the work world which all boys will attempt to enter and of which most girls will at some time during their lives be a part.

» Recently some effort has been made to lower the age at which teen-age boys and girls can go to work. This has been advanced as one possible cure for delinquency and also as a means of occupying usefully the time of young people who do not take readily to school education. Just now this effort to lower the work age seems to be lessening. This is fortunate, for permitting more and younger people to enter the labor market does not accomplish the aims just mentioned, and it does aggravate other national problems.

» When a flood of young, poorly trained, unskilled workers is poured into an economy that demands skill, training, and education, the result is only a temporary "busy work" period for such workers and a more acute unemployment problem for the nation. If these young people are going to hold jobs, become permanently self-supporting, and grow into truly useful members of our work force, they must develop the dependability, promptness, and sense of responsibility that every

(Continued on next page)

» Mrs. Parker, as chairman of the U.S. Department of Labor's Advisory Committee on Young Workers, attends its annual meeting, March 23–24. From left: Assistant Secretary of Labor James J. Reynolds; Secretary of Labor Arthur J. Goldberg; Mrs. Parker; Congressman John E. Fogarty, keynote speaker; and Arthur W. Motley, director of the Bureau of Labor Standards.

(Continued from page 1)

good worker possesses. In addition they must at some time in their youthful years receive the training that will increase their skills and develop their abilities.

» Far better than early release from school or premature induction into the work world is adapting education to the needs of the many students who do not respond to the more academic courses of study. Such students can profit from systematic induction into work experience through school-work programs and through cooperative planning by labor and management that will prevent our youth from slipping into jobs ill prepared, untrained, and immature. Last year's teenagers accounted for 20 per cent of the nation's unemployed; they made up only 8 per cent of the labor work force.

» This situation might well be studied by every P.T.A. in the United States. Actually vocational training doesn't begin in high school. The development of good habits, the discovery of special abilities, assistance to slow learners—all are equally a part of early education. We must meet the needs of all children and youth. P.T.A.'s can help to find ways to achieve this high purpose.

» The other experience of which I spoke came from the opportunity to attend one of the three regional conventions of the American Association of School Administrators. Here I heard a phrase that I shall long remember. Although it is a figure of speech, it is factual in its implication. The speaker was commenting on education in this country and was telling of the great need for it in many countries of the world. He recalled our avowed purpose of providing education for every child and declared that other countries are intensely interested in our efforts. Indeed, he said, they are "looking over our shoulder" to see what we do and how we do it.

» This means not only that what we do here will affect our own children and their future but that through our efforts and achievements children in many other countries will find opportunities that otherwise might never have come to them. So our commitment to the educational system best suited to all our children is not merely our responsibility; it is our chance to prove that a great dream can become a pervasive reality. Who better than parent-teacher members can secure public support and understanding of our educational system, its high import and its universal goal?

Sincerely yours,

Mrs. James C. Parker

MRS. JAMES C. PARKER, President
National Congress of Parents and Teachers

Memo to P.T.A.'s . . .

FEDERAL AID TO EDUCATION CALLS FOR IMMEDIATE ACTION!

▶ First, reread in the April 1961 *PTA Magazine* our "President's Message," entitled "A Time To Act Decisively." We hope you will urge your family, friends, and P.T.A. membership to write to President Kennedy; Secretary Abraham A. Ribicoff; U.S. Commissioner of Education, Sterling M. McMurrin; and your own U.S. congressman and senators to solicit their full support of H.R.4970 and S.1021. These identical bills have the backing of the Kennedy Administration and are moderate—not extreme—in both expense and approach. They would give protection against federal interference in the schools, provide additional aid to low-income states, and allow each state to decide for itself how the money will be spent. And they meet all the National Congress policy requirements, including federal support for public schools only.

▶ There is an excellent chance of having a good federal support bill enacted this year *if the people will make known their support.* Bushels of letters are needed in a continuing flow from constituents to their congressmen. The proposed program is in line with precedents that go back to the birth of our Republic. Historic examples of such federal aid to education: the Northwest Ordinance in 1787, the Land-Grant Act of 1862, Vocational Education Acts of 1917–18, the G.I. Bill of Rights in 1944, the National Defense Education Act of 1958, and the Impacted Areas School Aid Law of 1950. Under the last some 4,000 school districts, with about a fourth of the nation's school children, have been receiving direct federal aid for the past ten years. Nearly $2 billion has been spent under this program for teachers' salaries, school construction, and operating costs—a ten-year record without federal control.

▶ This is the time to act decisively!

MRS. FRED L. BULL
National Chairman
Committee on Legislation

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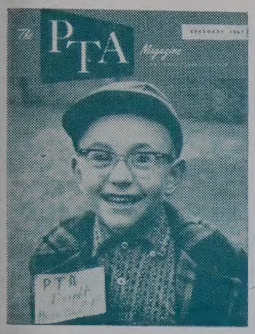
Convention-Time Salutes

P.T.A. MEMBERS all over the United States will be able to listen in on salutes to their National Congress in the month of May, probably between May 15 and 24.

Among the many TV and radio programs that plan to hail the Congress on the occasion of its sixty-fifth annual convention are Captain Kangaroo, Arthur Godfrey, Art Linkletter's House Party, Brighter Day, and The Twilight Zone.



The Eventful Drama of Growing Up

• *The PTA Magazine* announces the topics for its 1961–62 study-discussion programs on parent and family life education, grouped under the title given above.

This year P.T.A. members will be able to benefit from an *extra* article and an *extra* program guide for each of the three study courses—a total of nine articles in each course instead of the usual eight. These additional articles will appear in the May 1962 issue.

PRESCHOOL COURSE

Love Is a Powerful Thing
Children Think—But How?
If Your Child Is Silent About Sex
Casting Out Fear
What Children See in Television
Who's Being Negative?
Guilt and Anxiety
Ready or Not, They're on Their Way to School
The Child: An Unfinished Masterpiece

SCHOOL-AGE COURSE

Does Your Child Have a Dual Personality?
Is There a Bully on Your Block?
Helping Your Child with His Homework
Time To Control Their Tongues
Should Parents Know the Results of Intelligence Tests?
Putting Purpose into Children's Lives
Must Children Bicker and Quarrel?
Conscience in the Making
Transition to the Teens

ADOLESCENT COURSE

Adolescence: Madness, Mystery, or Milestone?
Teen-agers—The Ad Man's Target
Examination Blues
New Data on Dating
Emotional Ills of Adolescents
What Kind of Discipline for Adolescents?
Teen-agers and Their Crowd
Where Do They Get Their Ideas of Love and Marriage?
Goals for Young Americans

The PTA Magazine Subscription Rates

$1.50 a year—U.S. and possessions
$1.75 a year—Canada
$2.00 a year—Other countries

A GOAL IS SURPASSED!

A SALUTE TO P.T.A. MEMBERS EVERYWHERE! You have completed the 1960–61 membership picture in true P.T.A. style, as Mrs. Milton L. Wiener, chairman of the National Congress Committee on Membership, predicted you would in the January issue of the *Bulletin*. The gratifying proof lies in the figures below.

Mrs. Wiener has asked the *Bulletin* to convey to you her heartiest congratulations and sincerest thanks for the sustained and generous efforts that have increased the strength of the P.T.A. program by nearly 150,000 more memberships. Your unfailing cooperation, she says, reminds her of a statement Mrs. Parker makes in the booklet *Strengthening the Home, Source of Our Nation's Greatness:* "Team effort has a wonderful way of surprising us. Somehow the unattainable goal no longer seems untenable. Somehow the it-can't-be-done becomes the we're doing it."

A study of the new membership figures shows that the state congresses with the largest gains are *California* (34,413), *Texas* (28,387), *Virginia* (17,895), *New Jersey* (17,474), *Florida* (15,136), and *Tennessee* (14,011). Twenty-five other congresses also increased their memberships. Other congresses, too, might well have been on the gain side of the ledger if they had received all membership reports and dues in time to forward the "national nickels" to the National Office by April 15, deadline for the count of P.T.A. memberships. How splendid it would be if all the great P.T.A. membership resources and the hard work of every local unit membership enroller could be represented each year in the national membership picture!

We rejoice, nevertheless, that more P.T.A. members than ever before are busy at work in a unified nation-wide program for children and youth.

MEMBERSHIPS AS OF APRIL 15, 1961

Alabama	217,908	Montana	32,151
Alaska	11,250	Nebraska	73,017
Arizona	83,875	Nevada	27,726
Arkansas	134,472	New Hampshire	26,302
California	1,881,070	New Jersey	481,464
Colorado	183,092	New Mexico	47,860
Connecticut	143,825	New York	546,688
Delaware	35,399	North Carolina	344,394
District of Columbia	44,130	North Dakota	48,885
European	49,192	Ohio	740,179
Florida	363,608	Oklahoma	186,888
Georgia	271,681	Oregon	128,176
Hawaii	81,581	Pennsylvania	581,967
Idaho	46,529	Rhode Island	53,493
Illinois	703,212	South Carolina	105,257
Indiana	261,295	South Dakota	36,658
Iowa	147,855	Tennessee	354,364
Kansas	208,054	Texas	749,179
Kentucky	199,963	Utah	121,556
Louisiana	112,609	Vermont	21,185
Maine	32,427	Virginia	284,539
Maryland	201,595	Washington	222,110
Massachusetts	149,604	West Virginia	106,049
Michigan	390,381	Wisconsin	154,354
Minnesota	261,721	Wyoming	17,817
Mississippi	97,977	Unorganized areas	13,571
Missouri	254,155	Total	12,074,289

PROGRAM IDEAS

Gleaned from P.T.A. Program Booklets

DOES YOUR P.T.A. realize the advantages of an annual program booklet? Many interesting examples of such booklets are received at the National Congress headquarters every year, each as individual as the P.T.A. it represents. Along with the year's program theme and topics, most of them include the National Congress Objects, the names and addresses of local unit officers, and the dates of P.T.A. meetings for the year. Some also give the "Parent-Teacher Prayer"; names and addresses of teachers, room representatives, and committee chairmen; local unit bylaws; the unit's budget; and dates for study-discussion meetings and important school events and holidays.

From our current collection of program booklets we have selected some program themes and topics that may give you ideas for next year's P.T.A. programing.

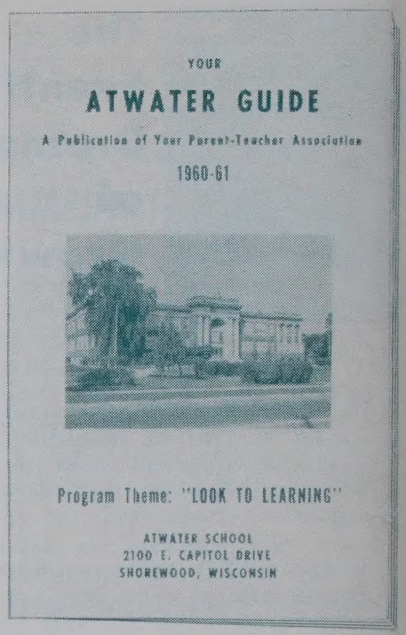
Strengthening the Home, Source of Our Nation's Greatness, the National Congress theme, was also the year's theme of the Moon Junior-Senior High School P.T.A. (Coraopolis, Pennsylvania). To develop the theme, the unit planned for each monthly meeting a program topic beginning with the words "Strengthening the Home." The topics were completed with, for example: —"A Judicial Prescription" (speaker, a juvenile court judge); —"Parents Attend School" (open house and buzz sessions); —"A Family Creed" (two meetings, one a panel discussion and the other a student symposium); —"Better Human Relations" (speaker and question box).

With ***Let's Be About Our P.T.A. Business*** as their theme, members of the Littleton (Colorado) Senior High School P.T.A. this year were busy as bees. Their year's program included such topics as: "Bees a Buzzin'" (buzz groups of parents and home-room teachers); "Be at Home at Your Student's School" (back-to-school night); "Believe in Our Organization and Be Informed"; "Be 'Hep'" (demonstrations of new techniques in language and reading skills); "Be Healthy" (panel discussion on mental health).

Basing its year's meetings on ***Look to Learning,*** its program theme, the Atwater P.T.A. (Shorewood, Wisconsin) scheduled topics such as these: "Are There Opportunities for Excellence in Your School?" "Time for Education," "Let's Look at Our Recreation and Physical Education Programs," "The Influence of Sociological Factors on Learning," "Does Atwater School 'Look to Learning?'" The P.T.A.'s study-discussion group also keyed its topics for the year to the same over-all theme.

Using ***The Keys to a Better Community*** the Robinson School P.T.A., Birmingham, Alabama, opened up an area of P.T.A. interest each month: good citizenship, P.T.A. membership, a school program for today, responsibility, family relations, music appreciation, a leisure program, and youth (key to tomorrow's citizens).

Space-age terminology sparked the program theme and topics of the Elmwood School P.T.A. (Danville, Illinois): The theme: ***A Three-Stage Rocket to Success—Home, School, Community.*** Among the topics launching the programs were "Operation Home Base," "Fuel for Space Travelers," "Aiming for the Stars," "Looking Back in Space," and "Horizons Unlimited."



• This is the front cover of the program booklet published by the Atwater P.T.A. in Shorewood, Wisconsin. On the back cover is a collection of pictures—children in classrooms, the principal in his office, P.T.A. volunteers (art and health committees) at work.

With ***New Visions*** as their program theme, members of the Marion Smith School P.T.A. (East Point, Georgia) focused their attention on P.T.A. objectives and individual needs through programs bearing such titles as "Visions of Goals and Objects," "Seeing Our Spiritual Needs," "Seeing Youth's Talents," "Seeing Our Health Needs," and "Seeing Youth in the Home."

Action stressed by the Mill Creek Elementary School P.T.A. (Louisville, Kentucky) was spurred by the theme ***Action To Strengthen the Home in a Changing World—Your Responsibility.*** Each meeting during the year dealt with action that could shorten the distance to some of the parent-teacher objectives: good citizenship; effective school education; human rights and dignity; safety in the home, school, and community; civil defense; total fitness.

Members of the Villa Park (Illinois) Junior High School P.T.A. were invited by their year's theme to ***Take Time Out To Cruise the Sea of Knowledge.*** Program topics couched in nautical language asked them to "Meet Our Captain and Crew, and Chart Our Course" (first meeting of the year); bid them "Welcome Aboard" (parents attended five-minute sessions of students' classes); and introduced them to "Our Past Navigators" (Founders Day).

Character development was emphasized in the programs of the Pineland (Texas) P.T.A. this year. The theme ***Homes Create Community Strength—Through Character Development*** was enlarged through such topics as "Basic Human Needs—What Are They?" "Material Values—Controlled or Controlling?" "Moral Behavior—What Is It?" "Reading and Viewing—Good or Bad?" "Daily Living—Is It Purposeful?"

Let's Share Our Ideas and Ideals, the program theme of the McKinley P.T.A., Wauwatosa, Wisconsin, gave members opportunities during the year to learn more about "Reporting and Evaluating Pupil Progress," see a demonstration of "How To Have a Better Conference," hear students from at home and abroad take part in a discussion titled "Come In, World," and expand their cultural horizons in a "Festival of the Arts."

(Continued on next page)

MORE P.T.A. PROGRAM THEMES

Continued from page 4

"Progress Through Action"—Lamar, Texas, P.T.A.

"Bettering Our School and Community"—Pomona, Colorado, P.T.A.

"You Asked for It" (programs selected in response to parents' requests)—Franklin School P.T.A., Sewickley, Pennsylvania

"Find Strength Through Enlightenment"—Ewing Lane School P.T.A., Jeffersonville, Indiana (1959–60)

"Parents and Teachers as Partners"—Riverview School P.T.A., Big Rapids, Michigan (1959–60)

"Your Child—His Emotional, Mental, and Physical Growth"—Zion, Illinois, School P.T.A. (1959–60)

"Our Community, Our Opportunities, Our Responsibilities"—Brownstown, Pennsylvania, Elementary School P.T.A. (1959–60)

"The P.T.A. Story—Vision in Venture"—Theodore Roosevelt P.T.A., Houston, Texas (1959–60)

"Unity Through Knowledge and Understanding"—Littleton, Colorado, High School P.T.A. (1959–60)

"Lift the Level of Learning Through Better Homes"—Phillips High School P.T.A., Birmingham, Alabama (1959–60)

"Education and the Future of America"—Ridgecrest Elementary School P.T.A., Midwest City, Oklahoma (1959–60)

To Continue the Fight Against Polio

HERE FOR YOU are some questions and answers that point up what still needs to be done to stamp out the polio threat to children.

Q. What is the incidence of polio in the United States?

A. In 1960 surveys revealed a total of 2,174 new cases.

Q. In what age group were these cases of polio most frequent?

A. Among infants and preschool children, followed by children 5–9 years and young adults 20–29 years of age.

Q. Where were the major outbreaks?

A. Cases were concentrated in the lower socio-economic neighborhoods, and to a large extent among those not immunized or inadequately immunized.

Q. How many children are still not adequately protected against polio?

A. Approximately one half of school-age children (5–15 years) have not received four inoculations of the Salk vaccine and about two thirds of children 1–4 years old also are inadequately protected.

Q. Is the Salk vaccine still the best means of protection against polio?

A. The Salk vaccine is 90 per cent effective when used according to the recommended schedule. Sufficient quantities are currently available for the protection of all persons under 40 years of age in the United States. The new oral live-virus vaccine is not yet available for mass use.

Q. What can parent-teacher groups do to help ensure adequate protection for children, youths, and grown-ups before this summer—the next "polio season"?

A. Write to the Communicable Disease Center, Public Health Service (U.S. Department of Health, Education, and Welfare), Atlanta, Georgia, for a copy of *Babies and Breadwinners.* This booklet offers some excellent suggestions for getting all-out community action in a polio immunization program.

In making your plans, keep in mind the following goals and priorities for vaccination efforts, recently recommended by the Surgeon General's Committee on Poliomyelitis Control:

1. Every unvaccinated person should be adequately immunized against polio for his own protection.

2. Immunization campaigns should be especially intensive in neighborhoods with less than 85 per cent vaccination in children under 6 years of age (where epidemics are most likely to occur). Priority should be given to attaining complete and early coverage of this group.

3. Other children under 10 years of age and parents of young children are the next most important groups.

4. Vaccination means completion of the basic schedule of at least three inoculations before the summer.

Help in Guiding the Gifted

● "The concern of the National Congress of Parents and Teachers for gifted children is part of its concern for all children. Over the years in our official magazine we have brought to parents and teachers the findings of research on the gifted. In this pamphlet we bring together a number of articles published in *The PTA Magazine* in recent years." These words from the Foreword of *Your Gifted Child* introduce readers to the second publication in the Highlight Series of pamphlets containing articles from *The PTA Magazine.*

This 24-page pamphlet provides information and counsel on encouraging the child with academic or creative talent, discovering the young scientist early, and programs for all exceptionally able children. Among the authors are Galen Saylor, Paul Witty, and Ruth Strang.

No. 1 in the Highlight Series, *Thinking Straight About Drinking,* was published last fall. Both No. 1 and No. 2 may be obtained from your state congress or from the National Congress of Parents and Teachers, 700 North Rush Street, Chicago 11, Illinois, for 30 cents a copy.

Seeking Audio-Visual Aids?

● A list of audio-visual materials used in the Fund for Adult Education's study-discussion programs is available from the Audio-Visual Center, Indiana University, Bloomington, Indiana.

● To determine rental availability of a 16mm film about 4-H clubs and what 4-H came to mean to a boy and his family who moved to a rural community, titled *Man Enough for the Job,* P.T.A. groups may want to check with their state university library, local 4-H club, or county agricultural or extension office.

Convention-Bound?

▶ Will you be at the National Congress 1961 convention in Kansas City, May 21–24? (For details of the program see the April *Bulletin.)*

One state that plans to be well represented at this sixty-fifth annual convention is Arkansas. According to the state congress bulletin, a special train coach from Texarkana and a special bus from Little Rock have been scheduled to take P.T.A.'ers to the convention city.

COUNCILS IN ACTION...

P.T.A. SERVICES ARE UNITED THROUGH COUNCIL CONFERENCE AND COOPERATION

How Adequate Are Your Council Services?

TO HELP council leaders evaluate present services and improve future services to local units, the National Congress committee on national council advisory service prepared the following council yardstick, based on the handbook *Councils of Parent-Teacher Associations*, a Congress publication.

I. STRENGTHENING LOCAL UNITS

- Specifically what have you done to help local units learn and apply Congress policies? Learn and apply best P.T.A. practices?
- Specifically what have you done to help local units develop effective action programs?
- What techniques have you used to keep local units informed of community, state, and national projects, programs, and resources?
- What opportunities have you provided local units to learn new techniques of group work and group leadership?
- How do you help local units to keep their lines of communications open?

II. DEVELOPING LEADERS

- What leadership training have you provided your local leaders? Schools of instruction? Round tables? Institutes? Other forms?
- Do you strive to provide at least one learning experience at each council meeting?
- What techniques have you used to promote attendance at leadership training programs?
- What special help have you given local leaders in training room representatives?

III. UNDERTAKING COMMUNITY SERVICE PROJECTS

- If you were suddenly asked, "What has your council really accomplished this year? What leadership has it exerted? What specifically has it done about meeting a community need?" what could you report?
- With how many organizations did you cooperate in council projects?
- Do you consider these activities part of your council *program?*
- How does a council program differ from a local program?
- How does a council project differ from a local project?

IV. HELPING TO IMPROVE THE SCHOOL SYSTEM

- How did your council cooperate with the school board last year to improve educational opportunities for children and youth?
- How has your council served as a two-way channel of communication between the school board and the public? Two specific illustrations, please!

V. ORGANIZING NEW CONGRESS UNITS

- What techniques have you used to develop a friendly feeling in your council?
- When and how often do you visit local units?
- What special attention do you give new units?
- How many new units have you organized this year?
- How many lapsed units have you reactivated?

Cambria County Council • Pennsylvania • Every community organization in the area was invited to take part in the council-inaugurated "Crusade for Decent Literature." At the county-wide meeting a "Citizens for Decent Literature" organization was formed to study and recommend action, and the council president was chosen as its first chairman. The organization has the cooperation of the district attorney and law enforcement officers, who also help to man a speakers' bureau.

York Council • Nebraska • To further its efforts to strengthen local units, the council devotes a portion of each of its programs to various aspects of the job of carrying on a specific P.T.A. chairmanship. One month, for instance, all P.T.A. publications chairmen in the city were invited to hear radio and newspaper people explain publicity and how to prepare material for the various media. At another meeting a skit on "How To Conduct a Meeting" was presented, and P.T.A. parliamentarians were the special guests.

Council Bluffs Council • Iowa • An open meeting held by the council had a twofold result: Candidates for the local school board both answered and asked questions, which helped them to air their views for the citizens and also to learn what the citizens wanted for their schools.

Buncombe County Council • North Carolina • A school of instruction sponsored by the council brought out representatives from 22 of its 26 member units (six men from one unit!). Ten principals, two members of the board of education, and the county superintendent of schools also were present to have a hand in enlarging the theme "So This Is P.T.A."

Participating "students" saw demonstrations of a "right" and a "wrong" P.T.A. meeting (with comments by the council parliamentarian), took part in a question-and-answer period, and filled out evaluation sheets.

Akron Council • Ohio • Continuing a tradition that began in 1927 with the planting of three trees in a city park, the council plants an oak tree, symbol of the P.T.A., to honor each of its immediate past presidents. In recent years the trees have been placed on the grounds of schools whose P.T.A.'s the honorees have served as presidents.

P.T.A. BULLETIN BOARD

BRIEF ITEMS OF CURRENT INTEREST

FOR AND ABOUT P.T.A.'S

- **A LIBRARY ON WHEELS** makes P.T.A. publications easily accessible to members of the McLoughlin Junior High P.T.A. (Vancouver, Washington). It consists of an ordinary library cart equipped with *The PTA Magazine* and state and national bulletins, pamphlets, and reports. Easily wheeled to a hallway, cafeteria, or assembly hall, the library is used not only at P.T.A. meetings but at school board and other meetings as well.

- **SUGGESTIONS** on "How Parents Can Help Teachers with the Three R's" were discussed in a meeting of the Chadbourne Avenue School P.T.A. (Millbrae, California). Lists of general aids for home study and of specific aids in the three R's had been prepared by the school principal, Tillman E. Boyd, and were much appreciated by parents, Mr. Boyd reports.

- **AS A LAST GESTURE** in promotion of educational opportunities for youth, the Big Bend School P.T.A. (La Salle, Colorado) voted to give the funds remaining in its treasury to the Teacher Education Grant Fund, sponsored by the Colorado Congress. With reorganization of the school district, the 85-year-old school was to be closed and the P.T.A., organized in 1924, was to be dissolved.

- **THE TRAFFIC CONTROL PROGRAM** at the Bennett School (Chicago, Illinois) proved so successful that it has served as a pattern in other Chicago schools. The P.T.A., with the help of the safety coordinator of the Chicago Board of Education, drew up a list of safe practices for parents to follow in driving their children to and from school. Mimeographed copies were distributed and discussed in a series of P.T.A. meetings.

- **AN "EDUCATIONAL-CULTURAL FUND,"** set up for the school staff by the P.T.A. of the North Bethesda (Maryland) Junior High School, is being used (1) to pay part or all of the expenses of teacher or staff delegates to various regional or national meetings; (2) to pay for lecturers or professional programs for occasional school assemblies or P.T.A. meetings; and (3) to purchase season tickets to the symphony, the theater, and current lecture and concert series, for the teachers to use on an alternating basis.

- **CIVIL DEFENSE** was the subject the Andrew Johnson P.T.A. (Oklahoma City, Oklahoma) delved into in a series of four study-discussion meetings. Basic training under the supervision of the county civil defense director featured films, lectures, and discussions on fire fighting and national disasters and defense.

• The blue-and-gold flag of the Andrew Carnegie P.T.A. (Tulsa, Oklahoma) flies on the school flagpole just below the Stars and Stripes whenever a P.T.A. meeting or other P.T.A. activity is on the schedule. Proudly displaying their flag are, from left, Mrs. Dean M. Jones, unit president; Mrs. Robert Humphreys, unit chairman of budget and finance; and Mrs. H. W. Highfill, who designed and made the flag.

- **A PANEL DISCUSSION** on "Understanding Through Evaluation of Movies, Radio, and TV" presented at a meeting of the Trumbull P.T.A. (Chicago, Illinois) had as participants several persons with firsthand knowledge of the communications media—the president of a radio station, a television performer, and a newspaper movie critic.

- **BOTH HUSBAND AND WIFE** in the marriage partnership of Mr. and Mrs. Norman True are P.T.A. presidents in Hawaii—Mr. True at Barber's Point Elementary and Mrs. True at Barber's Point Intermediate. Recently the two presidents decided to hold a joint meeting of their units, in order to present a talk by a chaplain.

- **THE "CAKELESS CAKE SALE"** of the East Hanover Township P.T.A. (Hanover, New Jersey) proved such a success as a fund-raiser last year that the unit plans to have another such "sale" this spring. The announcement of the cake sale, written in verse, told members how they could do their part "without fuss or bother"—by putting in the envelope enclosed with the invitation "the price of a pie or cake or something nice."

• A plaque commemorating the long-standing cooperation between the Idaho Education Association and the P.T.A. was placed over the cornerstone of the I.E.A.'s new headquarters building. Shown here is the originator of the idea for the plaque, Mrs. John E. Hayes, a past national president and the present chairman of the Idaho Congress' committee on cooperation with colleges. The plaque was presented to the I.E.A. by Hervon L. Snider, Idaho Congress president.

• **TOGETHER FOUR P.T.A.'S** of Boonville, Indiana (Ella Williams, Clarke, Oak Dale, and Boonville High School), sponsored a study course based on "Helping Young America Grow in Freedom," *The PTA Magazine's* 1960–61 study-discussion articles. The P.T.A.'s took turns "hosting" the two-hour meetings, where members usually heard a guest speaker and participated in a question-and-answer period.

• **THE ADVANTAGES OF BELONGING** to the state and national parent-teacher organizations and the services Congress units receive in return for the state and national portions of their dues were described at a meeting of the Parkview P.T.A. (Ankeny, Iowa). Present to do the explaining were the district president and the first vice-president of the Iowa Congress.

• **BECAUSE OF SOME DIFFICULTIES** encountered in helping their children with arithmetic homework, parents in the Monroe Elementary School P.T.A. (Huntington, West Virginia) decided they wanted to know more about modern methods of teaching arithmetic. So they organized a class of six one-and-a-half-hour sessions, which was taught by Dean D. Banks Wilburn, Teachers College, Marshall College. Each parent helped to defray the expenses.

• **ENRICHMENT OF THE SCHOOL LIBRARY** is an aim of the Taylor Allderdice High School P.T.A. (Pittsburgh, Pennsylvania). To build its library fund, students, parents, teachers, classes, and friends of the school are invited to "buy a book" (or contribute toward one) for the library in honor of a graduation or birthday, as a remembrance for a teacher or classmate during an illness, or as a memorial. A card is sent to the person being honored (or to the family of the person being memorialized) telling him of the gift.

• **PARKING PROBLEMS** experienced by the five hundred students who drive each day to the Elkhart (Indiana) High School brought on a probe by the school's P.T.A. Its survey resulted in maps that showed, within four blocks of the school, 1,200 free parking spaces, 400 metered spaces, and 325 spaces on private lots. Elkhart High School P.T.A. initiative also was behind a project that provided cars and drivers to take cadet teachers to and from their teaching assignments.

• **"ARE WE TEACHING OUR CHILDREN TO CHEAT?"** was the topic explored by a panel at a meeting of the Boyd School P.T.A. (Jackson, Mississippi). The discussion, led by Russell Levanway, professor and chairman of the Psychology Department of Millsaps College, dealt with the reasons for children's deception and how parents can curb or prevent it.

• **OPERATION CORE,** a program to enrich the school curriculum and help teachers draw on the skills, hobbies, vocations, and materials of local citizens, was set up by the parent education committee of the Cresskill (New Jersey) P.T.A. in cooperation with the school administration. By means of a questionnaire the committee first uncovered information on special "talents" and then screened and catalogued it for use by the teachers. Community resources were tapped, for example, when an eighth-grade class watched a homemaker in the community demonstrate a Braille typewriter and other tools for the blind.

• **AS A FIRST STEP** in its program, the civil defense committee of the Longfellow School P.T.A. (Colorado Springs, Colorado) developed a dispersal plan for clearing children out of school in an orderly fashion and getting them to their homes quickly. The committee also arranged for a speaker to talk at a P.T.A. meeting on protection of children in the event of a nuclear war.

• Last year two hundred billboards like this one appeared in forty city areas throughout central Indiana, through the cooperation of the Indiana Congress of Parents and Teachers and an outdoor advertising company, which donated the space in the public interest. With summer vacations coming soon and more children on the streets, such reminders to motorists are especially timely now.